DOCUMENT RESUME

ED 337 737 CG 023 732

TITLE Educating the Whole Student: The School's Role in the Physical, Intellectual, Social and Emotional Development of Children. Structuring Schools for Student Success.

INSTITUTION Massachusetts State Dept. of Education, Boston.

PUB DATE 5 Mar 90

NOTE 57p.

PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Elementary School Students; Elementary Secondary Education; *Emotional Development; *Humanistic Education; *Individual Development; *Physical Development; Role of Education; *School Role; Secondary School Students; *Social Development

ABSTRACT

This position paper: identifies key criteria by which school districts and school committees can assess how well they are meeting the physical, emotional, and social needs of children; suggests some specific strategies to accomplish these goals; and lists some promising programs and practices. Sections deal with the following topics: (1) reasons why schools should become involved in the emotional, social, and physical development of children; (2) how schools may foster the physical, intellectual, social, and emotional development of their students; (3) parent involvement; (4) curriculum; (5) staff/student relationships; (6) school structure and policies; (7) staff training; (8) integration of special, bilingual, and occupational education services with regular education; (9) student support services, including school counseling and psychological services, and school health services; (10) coordination of school and community services; and (11) the recommendation that school districts develop comprehensive plans to address the social, physical, emotional, and intellectual growth of their students. The document concludes that with a school plan for the physical, emotional, and social development of children, a school district can more effectively assess its progress in implementing its objectives for social and emotional growth. (ABL)

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STRUCTURING SCHOOLS FOR STUDENT SUCCESS...

EDUCATING THE WHOLE STUDENT:

THE SCHOOL'S ROLE IN THE PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN

Massachusetts Department of Education

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Publication # 16,215--56 pgs.--5000 cps. 3/5/90, ZBR Publishers
Approved by Ric Murphy, State Purchasing Agent

ACKNOWLEDGEMENTS

The State Advisory Council on Health Education and Human Services and the Regional Education Councils added many thoughtful comments. We appreciate the time and effort which the individuals below provided.

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From the Commissioner

A focus on the school's role in the physical, intellectual, social and emotional development of children:

Even a casual glance at today's newspaper demonstrates the rising cost to society of substance abuse, teen pregnancy, peer violence, child abuse, school drop-outs, suicide and AIDS among youth. Massachusetts educators are becoming aware of how these changes have increased the demand that schools become involved with the social, emotional and physical well being of students. Yet, this demand occurs at a time when society pushes for more rigorous educational standards and appears to have fewer resources to accomplish these objectives.

This position paper argues that unless the school is involved in the physical, social and emotional development of the child, students will not learn, will not achieve, and will not become productive citizens in our democratic society.

In a time of limited resources, the paper strongly suggests that schools must work with the entire community to restructure and reorganize existing resources to provide children with a sense of self worth, high expectation and commitment to their community.

This position paper, "Educating the Whole Student: The School's role in the Physical, Intellectual, Social and Emotional Development of Children," develops key criteria by which school districts and school committees can assess how well they are meeting the physical, emotional and social needs of their children, suggests some specific strategies to accomplish these goals, and lists some promising programs and policies.

I hope that this paper will inspire educators and community members to work together to seek creative solutions.

Harold Raynolds, Jr.
Commissioner

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EXECUTIVE SUMMARY

A number of initiatives have made Massachusetts educators more aware of how various educational and social changes have increased the demand that schools become involved with the emotional and physical well-being of their students. The Department's Task Force on Guidance and Counseling, the Governor's Six Initiatives to Break Down the Barriers, Chapters 188 and 727 (the Educational Reform Acts), and various other school reform reports have all focused the attention of the Board of Education on the need to define the school's role in the physical, emotional and social as well as intellectual development of children.

Recognizing these trends, the Board of Education has identified a primary goal for education in Massachusetts:

"Education should contribute to the learner's physical and emotional well-being and development, in an environment that fosters positive self-esteem."

The Board of Education realizes the magnitude of this goal. It is aware that schools and school committees have been making efforts in this area for many years, but numbers of barriers have made it difficult to achieve or measure this objective. The lack of state resources and their coordination, the demographic changes in the society and the demand for measurable academic achievement have all contributed to this difficulty. This position paper will not remove these barriers, but will provide the foundation on which to continue the school improvement efforts which have already begun:

The physical, intellectual, emotional and social development of children is the shared responsibility of the entire community and all of its institutions.

With this premise, the position paper identifies specific ways by which school communities can facilitate the positive physical, intellectual, emotional and social development of children while respecting their unique cultural, ethnic, racial and language differences.

The school must work with all segments of the community to ensure the optimal physical, social and emotional development of all children.

The position paper:

- explains why it is important for schools to become involved in the physical, emotional, and social as well as intellectual development of their students.

- identifies key criteria by which school districts and school committees can assess how well they are meeting the physical, emotional, and social needs of their students.

- suggests some strategies (currently in use) which schools might consider in assisting students in developing both affective and cognitive skills. (Appendix A lists specific districts with individuals to contact).

- recommends that each school district create a comprehensive plan to address the social, emotional and physical growth of its students.

Restructuring and reorganizing schools and their resources will be necessary to help students to grow physically, intellectually, socially and emotionally.

The Board is aware that issuing such a position paper is only an initial step in a long-term process which schools have already begun. Although it realizes that current resources may not be adequate to fully fund a district wishing to implement this position paper, it believes that by restructuring and reorganizing existing resources, schools can achieve success. Appendix A lists promising programs and practices which schools can model. In a time of limited resources, the Board strongly suggests that school districts take a leadership role in helping communities coordinate their resources to foster the physical, intellectual, emotional, and social development of children.

WHY SHOULD SCHOOLS BECOME INVOLVED IN THE EMOTIONAL, SOCIAL AND PHYSICAL DEVELOPMENT OF CHILDREN?

A student's self-esteem and academic achievement are interdependent.

There is a dynamic relationship between a student's self-esteem and his or her academic achievement.[1] Current thinking points to the conclusion that children cannot reach their full intellectual potential if they feel badly about themselves or are preoccupied with personal issues.[2] It is also known that early school failure in turn diminishes a child's self-esteem, making it more difficult to achieve in school.[3] Consequently, schools need to be involved in the emotional and social development of their students if the students are to succeed academically and feel good about themselves. Most importantly, it also appears that beyond academic achievement, positive self-esteem may be the foundation for adults who believe they have control over their lives, can think critically and make responsible decisions.[4]

How a school influences a child's self-esteem or emotional and social development is also affected by the attitudes and expectations of the parents, the school itself, and the community.

The attitudes and expectations of parents, the school and the larger community influence both students' self-esteem and academic achievement.

- It has been shown that parental high expectations can overcome poverty or other blocks to student achievement. It is clear that parent involvement and support are crucial in the delivery of educational services since their attitudes and support affect a student's self-esteem and academic achievement.[5]

- Research on "effective schools" has demonstrated that educational leaders can create a "sense of mission" in a school that can affect a child's achievement. When this mission is clearly communicated to students and the staff, it results in greater academic achievement, overcoming many of the obstacles which a child's individual circumstances may have produced.[6]

- Finally, when parental support and positive school climate are teamed together, an expectation is born in the larger community which is constantly reinforcing the children: "You are bright and capable. You must work hard and you will succeed."[7]

Educators have been aware of the interrelationship of self-esteem and academic achievement for many years, and have become increasingly aware of the influence of parents, school, and

community expectations on this relationship. However, it has been difficult for educators to integrate emotional and social development objectives into the curriculum, organization and climate of the school.

A number of factors have contributed to the educator's difficulty in translating this theory into sound educational practices. How a child develops emotionally and socially is complex and is a combination of individual, family, school and community factors.

By examining just one of the factors, the school, one can see the complexity of trying to influence emotional and social development. Educators may be aware of how to "teach" some of the "skills" which may enhance the emotional and social development of children. Decision-making, problem-solving and conflict-resolution skills have been successfully taught in various districts. However, educators are also aware of how the organizational structure and policies of the school affect the thousands of daily interactions among teachers, administrators and students, influencing how children feel about themselves and whether they succeed academically. Since a student's self-esteem is affected by all these variables, it becomes an increasingly complex task for a school to structure or organize itself to enhance their development.

There has been a lack of consensus about who is responsible for the social and emotional health of children. Is it the family, school or some other institution?

Another equally important factor which makes it difficult for the school to become involved in the affective development of children has been the lack of consensus in the community about who (family, school or some other institution) is responsible for these objectives. Changing family patterns and the diminishing cultural supports of church and community associations have left a vacuum which schools are reluctant to fill, not having the mandate or the resources to take on this responsibility.

Cost to Society

These same societal changes have also given educators a sense of urgency about why schools must become more involved in the affective development of children in the 1990s. The breakdown of many cultural support systems and family networks has resulted in a generation of school children who are at risk of becoming depressed and/or suicidal, victims of family violence, abusers of drugs and alcohol and susceptible to AIDS, teen pregnancy and school failure.

- Suicide has become the second leading cause of death for 18-24 year olds in Massachusetts.[8]

- The number of children who were found to be physically or sexually abused in Massachusetts rose from 12,730 in 1983 to 18,295 in 1986, a 42% increase.[9]

- Although alcohol and drug use has declined in recent years, 80% of teens in Massachusetts have tried alcoholic beverages with about 33% reporting having five or more drinks on one occasion during two weeks.[10]

- 70% of the adolescents in Massachusetts reported that they were sexually active, but only 15% of the sexually active reported changing their behavior because of concern about contracting AIDS and only 20% of those used effective means.[11]

- Just under 7,000 children were born to girls 17 and under in Massachusetts in 1985.[12]

- In Massachusetts, 19.5% of students who begin ninth grade do not graduate from high school. In some urban areas, the rate approaches 50 %. This statistic translates into unemployment rates for Black and Hispanic men far greater than for the general population.[13]

The societal changes which have produced major health problems among adolescents have given educators a sense of urgency about the role of schools in the emotional development of children.

Although these statistics indicate that these problems cross all racial, ethnic and socioeconomic boundaries, the increase in poverty in the United States serves only to exacerbate these problems for the one sixth of Massachusetts children (36% Black children, 69.9% Hispanic children) who are already living below the poverty line without proper food, housing or medical care.[14]

Poverty exacerbates these adolescent health problems and results in huge costs to the society.

In addition to the society providing food, housing and medical care for children, schools should take a leadership role in helping children develop positive self-esteem or the cost to society of boys and girls dropping out of school could be monumental. The increasing rates of teen pregnancy, child abuse and neglect, substance abuse and AIDS have already led to large amounts of social service spending. Equally grave are the immeasurable losses of human potential for those individuals who may not become productive members of the society.

- Juveniles committed to the Massachusetts Department of Youth Services require services costing $20,000- 50,000 each per year.

- In Massachusetts in 1986 over 6,000 female teens became parents and required AFDC, food stamps and Medicaid. Annual cost for these services alone was over $55 million.

- Low birthweight babies are born more frequently to teenage women. Average hospital cost for a low birthweight baby is $15,000.

- Children born to teens are at risk of poverty, abuse and neglect at rates higher than the average: cost is impossible to calculate.

- A projected 2,500 cases of AIDS by 1990 will cost Massachusetts $250 million in total, or $100,000 per patient.

- Drug and alcohol residential treatment costs $60-70 per day; average stay is six months at $12,000.

- Outpatient drug and alcohol services cost $40-50 per hour.[15]

Students overwhelmed by their physical and emotional problems become the parents of tomorrow.

Most crucial is the fact that these same individuals will become the parents of the next generation, ill-equipped to nurture positive self-esteem in their own children and continuing the cycle of defeat. If the gap between these segments of society continues to grow, public education will not be able to achieve its goal of providing an equal opportunity for all Americans to reach their full potential.

As the family and other social institutions have had difficulty responding to the changes in the society, leaving children more and more vulnerable, schools have been asked to fill this gap. Given the nature of the problem and the lack of resources mentioned above, it would be unrealistic for schools to take on this responsibility alone. In fact, the interrelationship of the development of positive self esteem, academic achievement, future success and family, school and community expectations offers a possible solution. Schools must lead a joint effort with community members and parents to develop specific ways to enhance the physical, emotional and social development of children. For example, if teen pregnancy has been identified as

an issue of concern to a community, it is not realistic for the schools alone to accept responsibility for the solution of the problem. The schools can, however, provide leadership to make the community aware of the issue and help coordinate a solution that integrates the resources of the entire community.

The relationship between positive self-esteem and future success in the society provides the rationale for schools becoming involved in the affective development of their students. Schools have the opportunity to positively influence and help our society produce adults with a sense of self-worth. If schools fail to take advantage of these opportunities, the cost to society will continue to grow. The strategies listed in the following section can help schools develop more productive, critically-thinking citizens who have a stake in society.

HOW A SCHOOL MAY FOSTER THE PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF ITS STUDENTS.

To create an environment which fosters the emotional and physical well-being of students, there are eight key elements which a school district and its school committee should examine: parent involvement, curriculum, staff/student relationships, school structures or policies, training and support mechanisms for staff, integration of special education with regular education services, student support services, and coordination of school services with those of outside agencies.

Each of the criteria is described below followed by its rationale and a number of specific strategies which are successfully in use in Massachusetts schools. Appendix A lists specific contacts in school districts which utilize these strategies.

These criteria provide some guidelines for school districts and their school committees who wish to assess their progress in reaching the Board of Education's goal of emotional well-being for each student in the Commonwealth. The specific goals for developing a school plan for the physical, intellectual, emotional and social development of children follow the criteria listed below.

Every school district must assess to what degree they are meeting the Board of Education's goals using the criteria found in this paper.

For each criterion, the paper describes specific strategies which may be used to accomplish these eight objectives.

Each school district needs to:

- maximize the level of parent involvement in each child's learning process.
- offer a wide variety and flexibility in curricula and programming which fit the distinct needs of all its students.
- create structured opportunities for all students to develop a significant, positive relationship with at least one adult or older student.
- design institutional structures and policies which reinforce responsible student decision-making and positive behavior change.
- offer continuous training, structured support mechanisms and participation in school governance for all staff.
- make certain that special, bilingual, and occupational education services are integrated into regular education services as only part of a much larger comprehensive and coordinated plan to deal with the emotional and social development of all students.
- make certain that the school counseling and psychological and school health personnel take a leadership role in implementing a plan to address the physical and emotional development of children.
- delineate what services a district can offer in the area of physical, intellectual, emotional and social development, enter into partnerships with community agencies to provide additional needed services, and disseminate to the community information about these services.

PARENT INVOLVEMENT

1. Maximize the level of parent involvement in each child's learning process.

Rationale

The impact of parents on the development of positive self-esteem and academic achievement is well documented. Cognitive abilities of children are associated with parent expectations for their child's achievement performance as well as with the quality of the intellectual stimulation and reinforcement provided within the home.[16]

The impact of parents on the development of self-esteem is well known. It is necessary to maximize the level of each parent's involvement in their child's education.

Equally evident are the effects of various family issues on children's self-esteem and their academic success. Separation and divorce, family violence, substance abuse and physical and mental health problems can adversely affect the emotional and social development of children. Although research shows that some children are resilient and can maintain positive self-worth in spite of the problems, many continue the cycle of school failure and negative self-image which often characterized their parents' own development.[17]

In this cycle of failure, an adversarial relationship can sometimes develop between parents and schools, resulting in more school failure for students. The recent stresses on the institutions of the family and the school noted in the introduction can only serve to exacerbate these feelings, while taking the focus away from the child's needs.

Since both the parent and the school are concerned about the child, their continued cooperation and communication are vital in helping children develop the cognitive and affective skills necessary to achieve academic success. Research has shown that this cooperative effort succeeds when the school environment is welcoming to parents and encouraging of their participation and input[18]. Although the reality of two working parents or the single parent family makes these tasks difficult, some ways schools might involve parents are to provide:

- opportunities for parents to be involved in school governance (i.e. school improvement councils, curriculum selection committees, health advisory councils, rules and policies committees.)

- parent education programs which are accessible and at a time convenient for all parents. The programs are designed to assist parents in understanding developmental issues and developing effective parenting techniques, realistic expectations for achievement, positive communication skills, appropriate limit setting techniques, and methods of intellectual stimulation.

- opportunities for parents to gain basic skills necessary to their own career development and participation in their children's education through adult basic education and/or English as a Second Language programs.

- availability of day care and after school programs for families.

- regular conferences at school, home or by phone to enable parents or others to advocate for their child.

A school environment must welcome parents and encourage their participation and input.

- regular newsletters or parent meetings to keep parents informed of changes in curriculum or program, transitions to new educational settings and community resources.

- parent support groups at various grade levels to discuss common concerns and frustrations at a time and place convenient to parents.

- volunteer opportunities or projects which encourage parents to become involved and invested in the school (e.g. as speakers, tutors, mentors).

CURRICULUM

2. Offer a wide variety and flexibility in curricula and programming which fit the distinct needs of all its students.

Rationale

It is clear that the increasing variety of students who enroll in public schools today needs more varied and flexible academic

programs which fit their needs. Current research indicates that curriculum at all grade levels may often be geared to one instructional level. Sometimes pull-out programs fail to integrate with the regular classroom program and therefore create a sense of social and academic isolation.[19] Although research has demonstrated that maintaining an appropriate instructional level is a major factor in school success and student achievement, it has also been shown that students are not monitored carefully enough to maintain their appropriate levels.[20] Students' learning styles may also not be taken into consideration as it has been shown that some teachers do not vary their methods of instruction.[21]

Most importantly, it has been shown that schools may not examine whether the content of their curricula or its method are adapted to the affective needs of the specific students. Students do not learn basic skills unless they are immersed in learning experiences that are relevant in content and geared to their learning styles or cultural, ethnic, or linguistic backgrounds. Furthermore, although acquiring the basic skills of reading, writing and mathematics is essential, recent studies have shown that higher order cognitive and social skills may be overlooked if the focus of basic skills predominates.[22]

Interdisciplinary curricula which integrate higher order thinking skills such as reading and writing, and experiment with innovative strategies and novel assessments of student progress are essential ingredients.

Consequently, in order that students achieve academic success and develop a positive self-image, schools could explore the following teaching and curriculum strategies:

- the development of an early childhood program for three and four year-olds in order to provide a strong foundation for children to fully develop their cognitive, language, emotional and social skills.

- implementation of a health education curriculum (PK-12) which provides all students with the physical, emotional and social foundation for healthy growth and development.

- the inclusion of teaching strategies in all curriculum areas which help develop self-awareness and positive self-esteem, teach decision-making, conflict resolution, and problem-solving skills and give students the ability to handle conflict, loss, disappointment and other crises which affect learning and school performance.

- the inclusion of curriculum materials which are relevant to the cultural, ethnic, racial and linguistic composition of the student population.

- the use of individualized instruction at all grade levels in order that students may learn at their appropriate instructional level in each subject area.

- the practice of clustering and learning at the middle and high school levels to provide an integrated curriculum and a stronger sense of community.

- alternative programming at the high school level which would provide students a variety of options: students having one teacher; students working in jobs with fewer class hours; advanced students taking courses at community colleges.

- the use of peer tutoring at all levels which would benefit both tutor and student, a strategy which has been used successfully with hard-to-reach students.

To master basic skills, students must be involved in learning experiences that are relevant in content and geared to their learning styles and cultural and linguistic backgrounds.

- the use of computer-assisted and other appropriate technologies that have been shown to increase student self-esteem by immediately reinforcing academic success and providing a sense of mastery over technology.

- the practice of curriculum based assessment which closely monitors student progress and keeps students on their correct instructional levels.

- the inclusion of community service units for students which develop responsible decision-making, consideration of others' needs, and relevant practical experiences.

- physical education programs that nurture self-esteem through curriculum and teaching methods which promote students' lifetime physical fitness, health, and physical competence. Such programs shift primary focus from competitive team sports to movement exploration, skill development, and exposure to life time fitness choices.

STAFF/STUDENT RELATIONSHIPS

3. Create structured opportunities for all students to develop a significant, positive relationship with at least one adult or older student.

Rationale

Current observations reveal that emotional growth and changes occur most optimally in the context of a one-to-one relationship between a child and adult. Data collected by the Massachusetts Department of Education also suggest that high school students consistently seek the advice of adults or older students in informal settings about a range of academic and personal issues.[23] It is clear, however, that secondary schools are not usually structured to encourage these kinds of relationships. Consequently, school districts might explore as many opportunities by which these kinds of relationships could form. Some possibilities include:

It appears that for a child to grow and learn in school, it must be done in the context of a positive relationship with an adult.

- a mini-course series at all grade levels where all adult staff, including administrators and support staff, offer electives in areas that are not traditionally part of the curriculum. This gives staff the opportunity to meet students of all ages in an informal setting.

- counselors in each school building who develop therapeutic relationships with those students and their families most at risk of school failure and emotional and social problems.

- peer counseling programs which use older students to help younger students with developmental issues. Older students can become role models and promote confidence and self-worth in young students.

- drop-in centers in high schools where various unstructured opportunities and structured programs on specific teen issues may encourage students to discuss personal concerns.

- mentor or teacher advisor systems whereby every student has the opportunity to have regular contact with an adult to discuss issues of concern, whether they be academic or personal in nature.

- a wide variety of extra-curricular activities at the secondary level which provide a means for student achievement in non-academic areas as well as opportunities for expanded relationships with staff.

- a staff which reflects the cultural, ethnic, racial and linguistic composition of the student population.

- the development of specific transition programs as students progress from one school to another to assist students in their adjustment to their new environment.

SCHOOL STRUCTURE AND POLICIES

4. Design institutional structures and policies which promote responsible student decision-making and positive behavior change.

Rationale

Changing school policies, reorganizing the school structure and using flexible scheduling may all promote responsible student decision-making and positive behavior change.

Recent research on effective schools and school governance has shown that the structure and policies of a school can have a tremendous impact on its climate and in turn, the achievement levels of its students.

When an administrator develops a level of expectation for academic success, a calm, orderly environment and attention to equity issues among students, staff and parents, students begin to achieve no matter what personal obstacles may have been preventing prior learning from taking place.[24] The reverse is also true. Research has demonstrated that the structures of tracking and ability grouping can further reinforce patterns of school failure.[25]

Furthermore, when students, parents, and staff are given decision-making input into the governance of the school, it also appears that the entire school community is more committed to the school.[26] Specifically it has been shown that school policies on promotion and graduation requirements, rules on attendance and suspension which do not promote positive behavior changes can further reinforce negative self-images, continued school failure and dropping out.[27]

In a specific area of concern, studies of schools in which adolescent suicide has taken place demonstrate that the development of a fair, caring and supportive environment is much more effective in deterring other suicides than is any specific program on suicide prevention. In fact, it appears that schools which empower students to advocate for themselves for systemic change or individual services have fewer of these problems.[28]

Organizational structures can help to create a positive environment in which students, staff and parents feel comfortable about seeking help for personal or academic problems. Some examples include:

- the development of rules and policies around attendance, suspension, non-promotion and graduation which do not penalize but attempt to provide students with the opportunity to change their behavior and succeed.

- the development of the procedures and protocols known to all staff, parents and students to help students who are affected by substance abuse, child abuse, teen pregnancy, depression, or suicidal behavior.

- the development of regular education teacher support teams at all levels. After the teacher and student have explored strategies to address a student's problem, a team of teachers who work with the student, administrators, special education staff, guidance counselors, school nurses, adjustment counselors/social workers and school psychologists develops a comprehensive strategy to meet the emotional or academic needs of the student. As the team is monitoring the student's progress, it may decide to refer the student to services available inside or outside the school.

- the use of fairness committees and mediation processes to resolve conflicts which arise in the course of the school's operation.

- the use of school "town" meetings and the placement of students on curriculum and policy committees, school improvement councils and school committees to produce a climate which is characterized by democratic procedures, respect, fairness and student participation in decision-making.

Having parents, staff and students participate in the governance of a school is essential for positive growth and development of all students.

- the use of class meetings at the elementary and middle school level to discuss and resolve classroom problems and create mutually agreed upon rules and regulations.

- the use of the Carnegie School model which empowers parents, teachers and students to take greater responsibility for the governance of the school in curriculum, hiring of staff, resource allocation, programmatic changes and school rules and policies.

- the development of handbook review committees in each community.

- the use of counselors/advocates as recommended by the National Association of School Boards.

STAFF TRAINING

5. Offer continuous training, structured support mechanisms, and participation in school governance for all staff.

Rationale

Staff development is the foundation of all changes in the school's curriculum, structure and services.

In this time of limited resources and increased demand for social services for children, districts are staffed by many individuals who were not trained to work in the area of the emotional development of children or the problems which the children of the 1980's and 90's will bring to the classroom. To implement the suggestions listed above, all staff, administrators, teachers, school nurses and counselors would require ongoing inservice training and support.

In a Massachusetts Department of Education study, over 85% of the administrators questioned wanted more training for all staff in the area of social and emotional growth, but were faced with few professional development opportunities and limited release time. Teachers, school nurses and counselors also voiced concerns about fewer professional development opportunities and less release time.

In this same study, all staff wanted to have control over the professional development process, have training which they would initiate and that would enhance their own growth. This

data also suggests that encouraging the participation of staff in the governance of the school will, in turn, increase their commitment to the social and emotional needs of their students.

Only with increased state and local support will the following training and support mechanisms assist staff in helping students develop emotionally and socially:

- opportunities for staff to be involved in school governance, school improvement councils, curriculum committees, school rules and policies committees.

- ongoing training for staff on how to help students develop positive self-esteem within the context of normal classroom activity, to teach decision-making, problem-solving and conflict resolution skills and to provide information, policies and procedures about child abuse, substance abuse, sexuality issues and suicide.

- experiential training for staff during the school day whereby master teachers model new strategies, allow practice and provide immediate feedback for staff.

- open-ended support groups which discuss behavior strategies for difficult students, parent communication problems and ongoing areas of concern and frustration for staff.

- employee assistance programs for staff who are experiencing difficulty in coping with the stress of the job and/or other areas in their lives.

- the use of professional organizations of school committees, administrators, teachers, counselors, nurses, and parents to provide inservice training opportunities and to advocate for the release time and resources necessary to provide such training.

- clinical supervision for all school counseling and psychological services staff.

- more professional developmental opportunities which include release time for courses and workshops, sabbaticals, Horace Mann and Lucretia Crocker fellowships.

A physically healthy and well-adjusted staff will produce students who feel good about themselves.

INTEGRATION OF SPECIAL, BILINGUAL AND OCCUPATIONAL EDUCATION SERVICES WITH REGULAR EDUCATION

6. Make certain that special education, bilingual and occupational services are perceived as only a part of a larger comprehensive and coordinated plan to deal with the emotional and social development of all students.

Rationale

All academic support services must be coordinated and integrated with each other in order to maximize their potential to help any student at risk of academic failure or emotional problems.

Special education serves 12-16% of the student population in Massachusetts with some districts approaching 20%. In some districts, many more students are at risk of school failure and developing emotional or social problems. In fact, all students may be academically or emotionally at risk at some point in their school experience. Consequently, the community cannot expect that special education will be able to serve the emotional needs of all students. Much of the school counseling and psychological services personnel, which must now work exclusively with a special needs population, should have the opportunity to work with regular education students, and not be restricted by existing state reimbursement mechanisms.

A number of school districts are aware of the broader emotional needs of many of their students not identified as special needs students and may create special services for these students (i.e., dropout prevention programs.) Federal and state laws also mandate bilingual, occupational and remedial education programs for additional students who have specific academic or emotional needs. Furthermore, some school districts are aware that all students must be assisted in their emotional and social growth and have created comprehensive health education program or have developed school-based health clinics. However, often all of these programs mentioned above are not coordinated in a comprehensive fashion. Schools may coordinate all services and programs which deal with the social and emotional growth of students, using the following strategies:

- the regular education teacher support team mentioned above may coordinate the in-school service delivery needs of students at risk of school failure or emotional problems, diverting many students to other than special education services.

- this same team may identify gaps and overlaps in services within the school, coordinate special education, bilingual, occupational and Chapter 1 resources to meet their needs.

- teaming regular and special education teachers in joint classroom efforts rather than pull-out programs to provide continuity of programs for students at risk of academic failure.

STUDENT SUPPORT SERVICES: SCHOOL COUNSELING AND PSYCHOLOGICAL SERVICES AND SCHOOL HEALTH SERVICES

7. Make certain that the school counseling and psychological services and school health personnel take a leadership role in implementing a plan to address the physical, intellectual, emotional, and social development of children, using their consultation, referral and direct service skills.

Rationale

In 1986 Massachusetts Department of Education's Task Force on Guidance and Counseling documented the following problems with the delivery of school counseling services in Massachusetts:

- There has been no consensus in individual school districts about which services should be provided or which personnel should deliver the services. Community expectations range from career education/job placement to in depth psychotherapy.

- Roles of guidance and adjustment counselors and school psychologists are not clear and services within the school and with other existing community services are not coordinated effectively.

- Skills of existing counseling or teaching staff have not been effectively utilized.

School counseling and psychological services must be reorganized and restructured with adequate fiscal and administrative support.

- There has been little state or local administrative or legislative support to improve these services. Although there are some innovative school counseling programs which are providing excellent services, there are many school districts in which the range of services is very limited and has been reduced over the last five years.[29]

Similar problems also exist in the delivery of school health services in Massachusetts.

- There is little understanding that school health services embrace a variety of functions beyond health care provision for both students and staff: advocacy for individual health needs, health education teaching, health counseling and community resource collaboration. Consequently, the role of the school nurse is not clearly defined.

The potential of the school nurse to enhance the emotional and physical development of students has not been maximized due to lack of understanding and poor administrative and financial support.

- The skills of existing school health personnel are also not being effectively utilized. Since many of these problems may first appear as psychosomatic complaints and students or parents have built trusting relationships with school health personnel unhampered by academic or disciplinary functions of teachers, counselors or administrators, school nurses are in a unique position to intervene with students who may be experiencing physical, emotional, and social problems, using their assessment and referral skills.

- This lack of awareness of the skills and potential of school nurses has led to little state or local support to improve these services. Although Chapter 71, Section 53 of the General Laws requires that school committees appoint one or more nurses to public schools within its jurisdiction, it does not stipulate what the nurse/student ratio should be resulting in unequal services among school districts across the state.

In order to assure that school counseling and psychological personnel provide a broad range of quality services, it has been recommended that school districts might consider reorganizing their counseling services by:

- establishing clear and consistent objectives for services to students (PK-12) which address the following components: personal counseling, including individual, peer, group and family services; information about and

orientation to these services; educational and psychological screening and assessment; academic advising, including scheduling and monitoring student progress; post-secondary education and career planning; team planning and consultation with administrators and teachers about learning and behavior problems, school climate issues, staff development and affective education issues; and coordination of school services with those of human service and health agencies.

- clarifying and/or expanding the role of all school personnel in delivering these services. Teaching and administrative staff could become involved in academic planning and scheduling (registrars), in the initial screening for children with emotional or academic problems, in learning how and where to refer within the school district and whenever possible in being teacher advisors. School counseling and psychological staff could provide direct counseling services, coordination of services with outside agencies, consultation with teachers and administrators and parent education. Both counseling and appropriate teaching staff could become involved in implementing the social and emotional growth objectives in the school's health education curriculum.

Clarifying the roles of school counselors, psychologists and nurses will result in a better integration of their services.

- establishing reasonable caseloads for counseling staff. Since the kind of personnel, their job functions, the organizational structure of the personnel and the severity of the need varies from district to district (e.g. socioeconomic status), the caseload will need to vary among school districts. However, schools could maintain at least the same ratios at the elementary level as at the secondary, so that early intervention is possible.

- establishing consistent and appropriately trained administrative support for school counseling and psychological services.

In order to improve school health services, school districts might consider:

- establishing clear objectives for school health services which address for students, parents and staff, the provision of health services, advocacy for individuals, coordination of health education with teaching staff, coordination of counseling services and community resource collaboration.

- establishing reasonable caseloads for nursing staff which reflect this expanded role taking into account the number of schools served by the nurse.

- establishing a school-based health clinic which assures a variety of physical and mental health services at or near the school site for staff and students.

- establishing consistent administrative support for school health services, as well as the appointment of a medical consultant to the district.

COORDINATION OF SCHOOL AND COMMUNITY SERVICES

8. Delineate what services the school can offer in the area of physical, intellectual, emotional and social development, enter into partnerships with community agencies to provide additional needed services, and disseminate information about these services to the community.

Rationale

The school must work cooperatively with the community to assure that all students receive needed prevention and intervention services.

As the scope of the student's human service needs expands, it is clear that schools cannot and should not provide all of the services which are needed. Using a community-wide approach, schools must look to outside agencies to address some of these specific needs without supplanting existing staff who are uniquely trained to work in educational settings. Department of Education data has shown how difficult it is for schools and human services agencies to coordinate their services. Differing goals and language, funding conflicts, and threats to job security all serve to make these partnerships difficult to create and maintain. These partnerships seem to be successful only when there is consistent planning, communication, evaluation and funding.[30] But as resources decrease, as the problems of child abuse, teen pregnancy, AIDS, suicide, and dropouts increase, and as consumers become more confused about how to access social and job training services, it is essential that these partnerships be formed. Schools might consider the following ways to coordinate services with outside agencies:

- educators could begin to review their present service delivery system by assessing accurately the level of services that are or can be provided by the school district and to identify who provides which services.

- educators could then identify services required by students that the schools cannot provide.

- schools might create a community-wide advisory council which include representatives from state and community agencies. It could be helpful in both suggesting services which may be needed and identifying service providers outside the school. These efforts should be coordinated with or be part of the Office for Children's local Councils for Children.

- school counseling and psychological services staff could become the liaisons between community agencies and the regular education teacher support or special education teams, helping coordinate service delivery.

- businesses and institutions of higher education could become resources for schools in developing programs on the area of academic learning and career education/job training.

- the community could use a variety of innovative techniques to disseminate information about these services to all segments of the community.

RECOMMENDATIONS: SCHOOL PLAN FOR THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN

By identifying the above criteria, this position paper on the school's role in the physical, intellectual, emotional and social development of children will guide school districts as they assess their ability to positively impact the affective and cognitive growth of students. Since these criteria are reflected throughout the school's program, are implemented by all staff, and are rarely articulated in any formal way, it is highly recommended

Each school district should use these criteria to create a long-range plan to deal with the physical and emotional development of children.

that a school district develop a comprehensive plan to address the social, physical, emotional and intellectual growth of its students.

The Board of Education considers the development and implementation of this plan a long-term but vitally important process. Although it realizes that the current resources may not be adequate to fully fund this process in each district, it believes that much of the resources needed to achieve success can be provided by restructuring and reorganizing existing resources. The Board strongly suggests that school districts take a leadership role in helping communities coordinate their resources to foster the physical, intellectual, emotional and social development of children.

A community-wide council could participate in the development of this plan for educating the whole child.

The Board suggests that school districts create a community-wide council that includes all segments of the school and community, school committee members, parents, administrators, students community resources, and staff to assist in the development of these plans. Existing school improvement councils, health education and human services advisory councils or substance abuse advisory councils, or other similar councils might be expanded to include the necessary membership from all segments of the community.

With the council's input, the school district can:

- assess at each grade level the range of student needs which are unique to the community served by the school.
- develop a long-range plan to meet these needs using the position paper criteria.
- consider reorganization and restructure of the existing school program to meet these needs.
- consider reallocating local resources to assist in meeting these needs.
- annually evaluate the implementation of the plan.

SUMMARY

With a school plan for the physical, emotional and social development of children in place, a school district can more effectively assess its progress in implementing its objectives for social and emotional growth. Using the resource list in the Appendix A, the district can access training and technical assistance which is available around the state. By developing cooperative relationships with human service and health agencies in their communities, school districts will define their leadership role in coordinating the emotional and social growth of children in the community, articulating what services it can provide and making sure children and their families get the services they need.

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APPENDIX A

The following resource listing is organized by the eight criteria listed in the paper (e.g., parental involvement, curriculum). For each criteria, there are a number of strategies listed in the paper which are currently in use in Massachusetts schools (i.e., for Parent Involvement, the strategies include School Governance, Parent Education, Individual Parent Conference, Parent/School Communication, Parent Support Groups and Parent Volunteers). For each of the 75 strategies, the Department has listed a number of specific resource people who would be willing to provide technical assistance on this strategy.

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George O'Brien
Westfield Public Schools
(413) 568-9692 Ext. 555

Jay Lodie
Boston Public Schools
(617) 726-6200

C. INFUSION OF AFFECTIVE TEACHING STRATEGIES WITHIN REGULAR ACADEMIC CURRICULUM

Therese J. D'Abre
Dennis Yarmouth Regional School District
(508) 398-7620

Maggie Goodwin
S.C.A.T. Program
(617) 734-1300 Ext. 170

Dave O'Brien
Somerville Public Schools
(617) 625-6600

Martha Bestebreuje
S.C.A.T. Program
(617) 734-1300 Ext. 530

Dr. Wayne LaGue
Somerville Public Schools
(617) 625-6600 EXT. 6375

D. MULTI-CULTURAL CURRICULUM MATERIALS

David Wilson
Lexington Public Schools
(617) 861-2340

Mary McCullough
Weston Public Schools
(617) 899-0620

Ned Rossiter
Newton North High School
(617) 552-7479

Don Baptiste
Somerville Public Schools
(617) 625-6600 Ext. 6360

Barbara Bond
S.C.A.T.
(617) 734-1300 Ext. 530

Dina Carbonel
S.C.A.T. Program
Boston Public Schools
(617) 734-1300 Ext. 530

Mayra Carrasguillo-Melendez
S.C.A.T. Program
(617) 734-1300 Ext. 530

Melania Bruno
S.C.A.T. Program
(617) 734-1300 Ext. 530

David Wilson
Lexington Public Schools
(617) 861-2340

Mary McCullough
Weston Public Schools
(617) 899-0620

E. TEAM TEACHING/CLUSTERING

Marie Ferrari
Somerville Public Schools
(617) 625-6600 Ext.6037

Lillie Davis
Brookline High School
(617) 730-2687

Camille Brandano
Beebe Middle School
(617) 397-7330

Richard Connors
Burlington Public Schools
(617) 273-1870

F. ALTERNATIVE/OPTIONAL PROGRAMMING AT SECONDARY LEVEL

Paul Stein
Somerville Public Schools
(617) 625-6600 Ext. 6860

Gordon Noseworthy
Northampton Public Schools
(413) 586-6970

Gerald Deary
Webster Public Schools
(508) 943-9613

Betsey Erickson
Weymouth Public Schools
(617) 335-0547

James Grautski
Leominster Public Schools
(508) 534-7715

Dr. Marilyn Harris
Methuen Public Schools
(508) 681-1316

Paul Clancey
Millbury Public Schools
(508) 865-5841

Louis Casagrande
Ludlow Public Schools
(413) 583-4421

G. PEER TUTORING

Irv Torbin
Somerville Public Schools
(617) 625-6600 Ext. 6121 or 6120

Andrea Taffe
Melrose Public Schools
(617) 662-2000

Ann Hynes
Prevention One
(413) 584-3880

H. COMPUTER ASSISTED LEARNING

Louise Leland
Somerville Public Schools
(617) 625-6600 Ext. 6749

Beverly Capers
Dennis-Yarmouth Regional
(508) 398-7630

Nancy Vose
Melrose Public Schools
(617) 662-2000

Kathy Roach
Belchertown Public Schools
(413) 323-7611

I. PEER EDUCATION

Gay Raftery
East Boston High Schools
(617) 567-2140

Lynn Ellison
Danvers High School
(508) 777-8920

Anne Wilayto Bishop
Cathedral High School
(617) 542-2325

Joyce Allen
Braintree High School
(617) 843-4000

Susan McLaughlin
Norton High School
(508) 285-9811

Maureen Driscoll
Archbishop Williams High School
(617) 843-3636

J. COMMUNITY SERVICE FOR ACADEMIC CREDIT

Robert King
Andover Public Schools
(508) 470-3879

Dr. Justus Anderson
Seekonk Public Schools
(508) 336-7272

Gordon Noseworthy
Northampton Public Schools
(413) 586-6970

William Yunker
Concord-Carlisle Public Schools
(508) 369-9500 Ext. 272

K. PHYSICAL EDUCATION PROGRAM

David Livernois
Mt. Greylock Regional High School
(413) 458-9582

Dick Baker
Swampscott Public Schools
(617) 596-8812

Howard Trombley
Monument Mountain Regional High School
(413) 528-3346

Kirk Buschenfeldt
Natick Public Schools
(508) 651-7197

Marc Alterio
Reading Public Schools
(617) 944-8748

III. STUDENT/STAFF RELATIONSHIPS

A. MINI COURSE PROGRAM

Gloria Coulter
Muriel Snowden International
School at Copley
(617) 267-9805

B. COUNSELORS IN ELEMENTARY SCHOOLS

Fred Laire
Walpole Public Schools
(598) 668-5400 Ext. 219

Dave O'Brien
Somerville Public Schools
(617) 625-6600 Ext. 6133

Luleen Anderson
Quincy Public Schools
(617) 984-8898

Marilou Cashman
Natick Public Schools
(508) 651-7115

Nancy Light
Ipswich Public Schools
(508) 356-2976

Brian Heafey
Northampton Public Schools
(413) 586-6970

C. PEER ADVISING PROGRAMS

Walter Crepeau
Dover-Sherborn High School
(508) 785-1730

Mark Lucey
Westford Public Schools
(508) 692-5571

Donna Pappalardo
Reading Public Schools
(617) 944-8200

Anne Hynes
Prevention One
(413) 584-3880

Wayne S. Frieden
Duxbury Public Schools
(617) 934-6541

Andrea Taffe
Melrose Public Schools
(617) 662-2000 Ext. 313

Betty Benn
Manchester Public Schools
(508) 526-1909

Teresa A. Davis
Natick Public Schools
(508) 652-7158

Irv Torbin
Somerville Public Schools
(617) 625-6600 Ext. 6133

Mickey Ratte
Hamilton-Wenham Public
Schools
(617) 468-4491

Lynn Ellison
Danvers Public Schools
(508) 777-8925

D. DROP-IN COUNSELING CENTERS

Phil Rubenstein
Natick Public School
(508) 651-7158

Meridith Poulten
Medway Public Schools
(508) 533-2256

Lynn Ellison
Danvers Public Schools
(508) 777-8925

Heather Champigny
Mansfield Public Schools
(508) 339-4595

E. TEACHER-ADVISORS

Susan Porteous
Westford Public Schools
(508) 692-5568

Alfredo Nunez
Boston Public Schools
(617) 524-0360

F. EXTRA CURRICULAR ACTIVITIES

Ralph Caisse
Leominster Public School
(508) 534-7715

G. MULTI-CULTURAL ETHNIC STAFF

Maria Nguyen
Brighton Public School
(617) 254-8936

Don Baptiste
Somerville Public Schools
(617) 625-6600 Ext. 6360

SCAT - M.Carrasquillo-Mecendez
M. Bruno, K. Hall,
J. Sosa, D. Carbone
Boston Public Schools
(617) 734-1300 Ext. 170

H. TRANSITION PROGRAM FROM GRADE TO GRADE

Betty DeBlois
Mount Greylock Regional School
(413) 458-9582

Barbara Churchill
Attleboro Public Schools
(508) 222-5150 Ext. 322

Harris Tanner
West Springfield Public Schools
(413) 732-4147

Roslyn B. Coleman
Wellesley Public Schools
(617) 446-6312 Ext. 352

IV. SCHOOL STRUCTURE AND POLICY

A. ATTENDANCE, DISCIPLINE AND GRADUATION POLICIES

Jacqueline Rasso
Boston Public Schools
(617) 726-6200 Ext. 5395

Anthony V. Fedele
Somerville High School
(617) 625-6600 Ext. 6110

Gordon Noseworthy
Northampton High School
(413) 586-6970

Francis Collins
Natick Public Schools
(508) 651-7135

B. PROCEDURES/PROTOCOLS - DRUGS, CHILD ABUSE, SUICIDAL BEHAVIOR, TEEN PREGNANCY

Bob Consolmagno
Worcester Public Schools
(508) 799-3064

Phil Rubenstein
Natick Public Schools
(508) 651-7135

Regina Jackson
Springfield Public Schools
(413) 787-7180

Pat Williams
Northampton Public Schools
(413) 586-6970

Maureen Donovan
Belchertown Public Schools
(413) 323-7581

C. REGULAR EDUCATION TEACHER SUPPORT TEAMS

Dr. Wayne LaGue
Somerville Public Schools
(617) 625-6600 Ext. 6375

Lisa Bryant
Bartlett School
(508) 937-8966

Dorothy M. Foley
Garfield School
(617) 289-9200

Margaret M. Lafleur
Lincoln School
(508) 675-8306

Joanne McGuiness
Westall School
(508) 675-8230

Elaine Baskin
Kelly School
(413) 534-2078

Kathleen Owens
Peck School
(413) 534-2040

Douglas McNally
Reid Middle School
(413) 499-1512

Charles Burack
East Middle School
(508) 799-3430

Jane Brady
Sullivan Middle School
(508) 799-3350

William Monroe
Forest Grove School
(508) 999-3420

Dr. James Garvey
Burncoat Middle School
(508) 799-3390

Michael J. Toomey
Pickering Junior High School
(617) 593-6728

Arthur Cannon
Beachmont School
(617) 284-9200

Carol Longo
Paul Revere School
(617) 289-9200

Catherine Romano
A.C. Whelan Memorial School
(617) 289-9200

Donald Proulix
Metcalf School
(413) 534-2006

Marshall Aronstam
Sunderland Elementary School
(413) 665-1151

John O'Leary
Elm Park School
(508) 799-3568

Lawrence Finnerty
Keith Junior High School
(508) 997-4511

Carmen Almandos
Sullivan School
(413) 534-2060

Janice Johnson
Columbus Park Elementary
(508) 799-3490

Norah McCarthy
Oliver School
(508) 975-5966

Deborah Howland
Roosevelt Junior High School
(508) 997-4511

Frank W. Kelly
West Side School
(413) 499-1256

Claire Angers
Grafton Street School
(508) 799-3478

D. FAIRNESS COMMITTEES - MEDIATION PROCESS DISCIPLINE

Kathy Greeley
Cambridge Public Schools
(617) 498-9271

Mary Athey Jennings
Brookline Public Schools
(617) 730-2604

Ann McKenna
Greenfield Public Schools
(413) 773-3639

E. SCHOOL GOVERNENCE - STUDENT ROLE

Mary Athey Jennings
Brookline Public Schools
(617) 730-2404

Karen Conklin
Northampton Public Schools
(413) 556-6970

Ann McKenna
Greenfield Public Schools
(413) 773-3639

Marylou Anderson
Mass. Dept. of Education
(617) 770-7596

Elsa Wasserman
Cambridge Public Schools
(617) 498-9211

John Desses
Southeast Regional Education Center
(508) 947-1231

F. CLASSROOM GUIDANCE - ELEMENTARY SCHOOLS

Vincent Gilarde
Scituate Public Schools
(617) 545-1099

Gayle L. Macklem
Memorial School
(508) 526-7997

Maureen Martin
Belmont Public Schools
(617) 484-8668

James Madore
Hamilton-Wenham Public Schools
(508) 352-6719

Pamela B. Rogers
Norwood Public Schools
(617) 762-6522

Chandler P. Creedon, Jr.
Franklin Public Schools &
Horace Mann School
(508) 757-8183

Joyce A. Thatcher
Sudbury Public Schools
(508) 443-9971

Marilou Cashman
Natick Public Schools
(508) 651-7115

Frederick Laire/Sandra Esmond
Walpole Public Schools
(508) 668-5400

Dave O'Brien
Somerville Public Schools
(617) 625-6600 Ext. 6133

Sue Hagberg
Conway/Deerfield Schools
(413) 665-1131

Maggie Goodwin
SCAT
(617) 734-1300 Ext. 170

Walter Crepeau
Dover-Sherborn High School
(508) 785-1730

Maryann O. Morin
Paxton Central School
(508) 798-8576

Brian Heafey
Northampton Public Schools
(423) 586-6990

G. CARNEGIE SCHOOL MODEL

Steven C. Leonard
Martin Luther King Jr. Middle School
(617) 445-4120

Linda J. Porter
Stearns School
(413) 499-9555

Virginia A. King
Westport High School
(508) 636-8861

Leonard Solo
Graham & Parks Altern. Public Schools
(617) 498-9271

Paul A. Guerrette
J. Warren Killam School
(617) 944-7831

Mary Ann Clarkson
Erving Elem. School
(413) 659-3326

J. Wayne Eline
Mt. Everett Regional School
(413) 229-8734

H. DROP-OUT PREVENTION

Jacqueline Rasso
Boston Public Schools
(617) 726-6200 Ext. 5398

Deb Webber
Fitchburg Public Schools
(508) 345-3200

Lisa Bryant
Lowell Public Schools
(508) 937-8966

Thomas R. Plunkett
Pittsfield Public Schools
(413) 499-9558

Dr. Susan Dukess
Brockton Public Schools
(508) 580-7572

Patricia H. Crosby
Greenfield Futures
(413) 774-4348, 774-3182

Armand Marcelino
New Bedford Public Schools
(508) 997-4511

John Sullivan
Springfield School Dept.
(413) 787-7090

Peter Nasiff
Fall River Public Schools
(508) 675-8335

Susan O'Neill
Lawrence Public Schools
(508) 686-7701

Anita Rassias
Eastern Junior High School
(617) 592-3444

Mary Batchelder Koch
Worcester Public Schools
(508) 799-3108

Marie B. Ferrari
Somerville Public Schools
(617) 625-6600

Carol Lee Griffin
Quincy Public Schools
(617) 984-8742

Paula Torres
Holyoke Public Schools
(413) 534-4563

E. Jahn Wilke
West Springfield Public Schools
(413) 781-7550

James Grautski
Leominster Public Schools
(508) 534-07715

Dr. Marilyn I. Harris
Methuen Public Schools
(508) 681-1316

Margaret M. Wise
Upper Cape Cod Regional Voc/Tec
(508) 759-7711

Edmond Roth
Blue Hills Regional Tech. School
(617) 828-5800

Betsey D. Erickson
Weymouth Public Schools
(617) 335-0547

Robert Arbib
Hampshire Educational Collaborative
(413) 534-4563

Paul Clancy, Jr.
Millbury Public Schools
(508) 865-5841

Gerald P. Deary
Webster Public Schools
(508) 943-9613

Robert Pesce
Salem Public Schools
(508) 745-9300 Ext. 126

Wayne Bergeron
Dennis-Yarmouth Regional High School
(508) 398-7632

Barry Ring
Malden Public Schools
(617) 397-7271

George O'Brien
Westfield Public Schools
(413) 568-9592 Ext. 555

George J. Sakellis
Chicopee Public Schools
(413) 592-6111 Ext. 457

Anna Karola
Ralph C. Mahar Reg. School District
(508) 544-2542

Michael Hurd
Fitchburg High School
(508) 345-3266

Dianne Dinger
Cape Cod Regional Tech High School
(508) 432-4500

Sandra Spooner
Cambridge Public Schools
(617) 498-9228

V. INSERVICE TRAINING

A. SCHOOL GOVERNENCE/STAFF INVOLVEMENT

Bill Fasciano
Somerville Public Schools
(617) 625-6600 Ext. 6015

Michael F. Platt
Northampton Public Schools
(413) 586-6970

B. SELF-ESTEEM SKILLS

Maureen Martin
Belmont Public School
(617) 484-8668

Barbara Bond
SCAT
(617) 734-1300 Ext. 170

Glenice Kelley
Westford Public Schools
(508) 692-5591

C. EMPLOYEE ASSISTANCE PROGRAM/STAFF WELLNESS

David Hammelin
Springfield Public Schools
(413) 787-7180

Pat Williams
Northampton Public Schools
(413) 586-6970

Barbara Krysiak
Melrose Public Schools
(617) 662-2000

D. PROFESSIONAL ORGANIZATIONS OFFERING TRAINING

Grace Fitzpatrick
Mass. School Adjustment Counselors
(617) 625-6600

Edward Bryant
Mass. Career Development Association
(508) 356-5453

Elaine Gordon
Mass. Teachers Association
(617) 545-6790

Fred Laire
Mass. School Counselors
(508) 668-5400

Anne Kinsley
Mass. School Nurses Organization
(617) 446-6247

Sue Taylor
Mass. School Psychologists Assn.
(508) 478-1120

Joan Walton
Coalition of Professionals Advocating for Student Services
(617) 969-3045

E. CLINICAL SUPERVISION

Carol Lee Griffin
Quincy Public Schools
(617) 984-8742

Barbara Bond
SCAT Team
(617) 734-1300 Ext. 170

F. RELEASE TIME/PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Dr. Wayne La Gue
Somerville Public Schools
(617) 625-6600 Ext. 6375

Barbara Krysiak
Melrose Public Schools
(617) 662-2000

VI. COORDINATION WITH SPED, BILINGUAL, OCCUPATIONAL

A. BUILDING BASED SUPPORT TEAMS

Bill Fasciano
Somerville Public Schools
(617) 625-6600 Ext. 6015

Elaine Baskin
Kelly School
(413) 534-0207

Lawrence Finnerty
Keith Junior High School
(508) 997-4511

Dorothy M. Foley
Garfield School
(617) 289-9200

Dr. James Garvey
South High Community School
(508) 799-3325

Carmen Almados
Sullivan School
(413) 534-2060

Margaret M. Lafleur
Lincoln School
(508) 675-8306

M.J. Toomey
Pickering Jr. High Shcool
(617) 289-9200

Claire Angers
Grafton Street School
(508) 799-3478

Richard Albano
Northampton Public Schools
(413) 586-6970

William Monroe
Forest Grove School
(508) 999-3420

Donald Proulix
Metcalf School
(413) 534-2006

Kathleen Owens
Peck School
(413) 534-2040

Carol Longo
Paul Revere School
(617) 289-9200

Janice Johnson
Columbus Park Elementary
(508) 799-3490

Douglas McNally
Reid Middle School
(413) 499-1512

Catherine Romano
A.C. Whelan Memorial School
(617) 289-9200

Norah McCarthy
Oliver School
(508) 685-7425

Lisa Bryant
Bartlett School
(508) 937-8966

Arthur Cannon
Beachmont School
(617) 289-9200

Marshall J. Aronstam
Sunderland Elementary School
(413) 665-1151

Charles Burack
East Middle School
(508) 799-3430

Deborah Howland
Roosevelt Junior High School
(508) 997-4511

John O'Leary
Elm Park School
(508) 799-3568

Jasne Grady
Sullivan Middle School
(508) 799-3350

Frank Kelly
West Side School
(413) 499-1256

B. COORDINATION OF IN-SCHOOL SERVICES

Dave O'Brien
Somerville Public Schools
(617) 625-6600 Ext. 6133

Teresa A. Davis
Natick High School
(508) 651-7158

Joan R. Walton
Framingham Public Schools
(508) 626-9130

C. REGULAR EDUCATION, SPED, BILINGUAL, OCCUPATIONAL COORDINATION

Elizabeth Mattoli
Rockland Public Schools
(508) 878-8336

Wayne LaGue
Somerville Public Schools
(617) 625-6600 Ext. 6375

Joan R. Walton
Framingham Public Schools
(508) 626-9130

Yvonne Mullen
Clarke School for the Deaf
(413) 584-3450

Marcia Krinsky
Wellesley Public Schools
(617) 446-6252/6270

Pam Rogers
Norwood Public Schools
(617) 762-6522

Ena Vazquez-Nuttall
Northeastern University
(617) 437-5897

Mark Sarkisian
Cotting School Lexington
(617) 862-7323

Albert C. Ciri
Mansfield Public Schools
(508) 339-2995

Bill Fasciano
Somerville Public Schools
(617) 625-6600-Ext. 6015

Manuel A. Sedo
Boston Public Schools
(508) 655-6970

Joseph M. D'Ottavio
Perkins School for the Blind
(617) 924-3434 Ext. 286

Joan S. Hefner
Braintree High School
(617) 848-4000 Ext. 276

VII. STUDENT SUPPORT SERVICES: SCHOOL COUNSELING/PSYCHOLOGICAL SERVICES AND SCHOOL HEALTH

A. PERSONAL COUNSELING

1. Individual

Dave O'Brien
Somerville Public Schools
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Dr. J. F. Killory
Framingham State College
(617) 438-0644

Charles D. Brown
Belmont Public Schools
(617) 484-3586

Sue Wolf
SCAT
(617) 734-1300 Ext. 170

Robin C. Lualdi
Duxbury Public Schools
(617) 585-4318

Brian Heafey
Northampton Public Schools
(413) 586-6970

Nancy I. Papagno
Newton Public Schools
(617) 552-7673

2. Family

Irv Torbin
Somerville Public Schools
(617) 625-6600 Ext. 6194

Maggie Goodwin
SCAT
(617) 734-1300 Ext. 170

3. Group

Dave O'Brien
Somerville Public Schools
(617) 625-6600 Ext. 6133

Barbara Bond/Harriet Epstein
SCAT
(617) 734-1300 Ext. 170

Joan R. Walton
Framingham Public Schools
(508) 626-9130

Johanne Tragakis
Nauset Regional Middle School
(508) 255-0016

Kenneth B. Kaplan
Raynham Public Schools
(508) 824-2750/2725

Louis Kruger
Tufts University
(617) 381-3244

David W. Picard
Pittsfield Public Schools
(413) 499-9518

Manuel E. Sedo
Boston Public Schools
(508) 655-6970

Ena Vazquez-Nuttall
Northeastern University
(617) 437-5897

Caroline H. Wandle
Milford Public Schools
(508) 478-1120

4. Crisis Intervention

Nanci Keller
Framingham Public Schools
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Dave O'Brien
Somerville Public Schools
(508) 625-6600 Ext. 6133

Pat Williams
Northampton Public Schools
(413) 586-6970

Alma M. Tetrault
Westford Public Schools
(508) 692-5565

B. EDUCATION/PSYCHOLOGICAL ASSESSMENT

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Melrose Public Schools
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Joan Walton
Framingham Public Schools
(508) 626-9130

Maureen Moorehouse
Worcester Public Schools
(508) 799-3061

Brian Heafey
Northampton Public Schools
(413) 586-6970

Kenneth Durant
Needham Public Schools
(617) 455-0400 Ext. 333

C. ACADEMIC ADVISING/MONITORING

Melissa Abbott
Natick Public Schools
(508) 651-7139

Frank Mullen
Quincy Public Schools
(617) 984-8730

Dr. Edward Costar
Fall River Public Schools
(508) 675-8100

Brian Heafey
Northampton Public Schools
(413) 586-6970

Dr. Robert Hoffman
Newton Public Schools
(617) 552-7515

D. POST-SECONDARY EDUCATION AND CAREER PLANNING

Emanuel Manolopoulos
Greater Lowell Vocational Tech
(508) 454-5415

Dr. Justus D. Anderson
Seekonk Public Schools
(508) 336-7272

Phil Reddy
Newton Public Schools
(617) 552-7681

Jan Parsons
Natick High School
(508) 651-7144

Alison Lohrum
Bedford Public Schools
(508) 275-1700 Ext. 117

J. Peisor
Worcester Public Schools
(508) 799-1980

Jim Rivers
Wahconah Regional School
(413) 684-1334

Mark Ashe
Somerville Public Schools
(617) 625-6600 Ext. 6124

Eileen Khoury
Lawrence Public Schools
(508) 975-2750

Carol Ryan
Fitchburg Public Schools
(508) 345-3264

Ruby Eastin
Andover Public Schools
(508) 470-1770 Ext. 281

E. TEAM PLANNING/CONSULTATION

Marilou Cashman
Natick Public Schools
(508) 651-7115

Louis Kruger
Tufts University
(617) 381-3244

Louis Kruger
Tufts University
(617) 381-3244

Barbara Bond/Harriet Epstein
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Milford Public Schools
(508) 478-1120

Maryann O. Morin
Paxton Center School
(508) 798-8576

Helen B. Rittenberg
Waban Public Schools
(617) 527-1239

F. COORDINATION SCHOOL/COMMUNITY SERVICES

Carol Lee Griffin
Quincy Public Schools
(617) 984-8742

Barbara Bond/Harriet Epstein
SCAT-Boston Public Schools
(617) 734-1300 Ext. 170

Pat Williams
Northampton Public Schools
(413) 586-6970

G. CLARIFYING ROLE/EXPANDING ROLE SCHOOL STAFF

Marilou Cashman
Natick Public Schools
(508) 651-7115

Lawrence Holland
Gateway Regional
(413) 667-8711

Barbara Bond
SCAT-Boston Public Schools
(617) 734-1300 Ext. 170

H. COUNSELORS CASELOADS

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Dover-Sherborn High School
(508) 785-1730

Marilou Cashman
Natick Public Schools
(508) 651-7115

Peter Holland
Belmont Public Schools
(617) 484-4180

I. ADMINISTRATIVE SUPPORT

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Belmont Public Schools
(617) 484-4180

Anne Kinsley
Wellesley Public Schools
(617) 446-6247

Barbara Danforth
Somerville Public Schools
(617) 625-6600 Ext. 6168

Neil A. Yesu
Springfield Central High School
(413) 787-7085

Marilou Cashman
Natick Public Schools
(508) 651-7115

Ann Lowry
Lenox Public Schools
(413) 637-1045

Catherine Burgess
Walpole Public Schools
(508) 668-5400 Ext. 219

Pat Williams
Northampton Public Schools
(413) 586-6970

Heather Champigny
Mansfield Public Schools
(508) 339-2995

Betty Bradley
Holyoke Public Schools
(413) 534-2020

Lorraine O'Leary
Malden Public Schools
(617) 397-7305

VIII. COORDINATION - SCHOOL/COMMUNITY SERVICES

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